

Faculty of Behavioural Sciences

B. A. (Hons.) PSYCHOLOGY WITH RESEARCH

CERTIFICATE LEVEL PROGRAM

SEM- I	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
	19100101	Basic Psychological Processes	4		4	100
	19100102	Personality and Behaviour	4		4	100
	19100103	Practicum Lab-1 Psychological Experiments and Tests	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	English/MIL	2		2	50
	VAC- 1	Any one	2		2	50
				Total	20	500

Basic Psychological Processes

4 Units (60 Hours)

Credit 4

Course Description: As human beings, we need to interact with people in our surroundings at personal and professional level. Understanding of basic psychological processes will help us enhance our knowledge and hence our interaction with other human beings. This course will give the introduction to the scientific study of behaviour and mental processes which will make us understand our own as well as others experiences and behaviors in different situations. This course will build foundation and interest for psychology as subject. You will learn about the concept and history of psychology, various psychological research methods and different school of psychology. You will also acquire knowledge about different processes of sensation, attention, perception, learning, memory, thinking, motivation, and emotions. This will help you to develop the understanding and skills to think like a psychologist and will process the information you encounter in day-to-day living differently from a layman.

Course Objective: Basic Psychological Processes is a course which builds the foundation about the basic important areas of psychology. The comprehensive course objectives are:

1. To provide sufficient knowledge and information about the concept, history of psychology, various psychological research methods and different schools of psychology.
2. To provide understanding and interpretation of basic processes - sensation, attention and perception.
3. To give an insight to explain behaviour on the basis of learning, memory, thinking, motivation and emotion.
4. To use the knowledge of basic psychological processes to apply and solve day to day problems.
5. To analyze content and structure as well create unique pattern among behavioural processes.

Course Outcome: It is a beginner's course to introduce the basic aspects of psychology. At the end, the students shall have an understanding of various schools of psychology and basic psychological processes to understand and explain human behavior. The expected course outcomes are:

1. The students shall demonstrate sufficient knowledge and information about the concept of psychology, history of psychology, and various methods of psychological research.
2. The students will comprehend sensation, attention and perception.

3. The students will be able to understand and explain the learning, memory, thinking, motivation and emotion.

4. The students will be able to explain behaviour and mental processes of theirs and others experiences and behaviors.

4. The students will be able to compare and apply various approaches of psychology.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction to Psychology		15 hrs.
	SLO-1	Concept, Definition and scope/fields of Psychology	Lecture, Group Discussion	3
	SLO-2	Psychology as a science. Brief history of Psychology with recent development and special reference to Psychology in India.	Lecture, Group discussion	3
	SLO-3	Different schools of Psychology: Psychodynamic, Behavioural, Humanistic and existential Approach: Rogers and Gestalt.	Lecture, Group discussion, videos	3
	SLO-4	Methods of Psychology: Observation, Correlation and Experimental	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Reading and discussion.	3
S-2		Sensation, Attention and Perception		15 hrs.
	SLO-1	Sensation: Concept, Definition and Sensory Adaptation	Lecture, video, group discussion	3
	SLO-2	Attention: Concept, Types and factors affecting Attention.	Reading and group discussion	3
	SLO-3	Perception: Meaning and Stages of Perception.	Reading and group discussion	3
	SLO-4	Perceptual processes: Perceptual organization and Perceptual Constancies, Illusion	Reading and group discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3
S-3		Motivation and Emotion		15 hrs.

	SLO-1	Motivation: Concept and Definition, Sources of Motivation – instincts & drives. Type of motives: Biological and Social	Lecture, video, Web information	3
	SLO-2	Theories of Motivation - Maslow's Need Hierarchy Theory; McClelland's Achievement Motivation	Reading and group discussion	3
	SLO-3	Emotion: Nature and Concept, Theories of Emotion – James Lange, Cannon-Bard, and Schachter & Singer.	Lecture, Reading and group discussion	3
	SLO-4	Role of Brain in Motivation and Emotion.	Reading and discussion	3
	SLO-5	Assignment & activities	Reading, writing and discussion	3
S-4		Learning, Memory and Thinking		15 hrs.
	SLO-1	Nature of learning; Theories of learning: Thorndike's trial and error, Insight learning, Theory of conditioning: Classical conditioning and Instrumental conditioning.	Lecture/ web info/ group discussion	3
	SLO-2	Definition of memory; Processes Types of memory: sensory memory, short-term memory, and long-term memory.	Lecture/ web info/case study and group discussion	3
	SLO-3	Reasoning (inductive and deductive reasoning); Concept formation.	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Creativity – Steps involved in creativity, Convergent and Divergent thinking; Problem solving, Thinking and Language.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3

Recommended Readings:

1. Morgan, C.T., & King, R. (2017). *Introduction to Psychology* (7thedition). Tata McGraw Hill Publishing Company Limited, New Delhi.
2. Ciccarelli. S. K., & White, J. N. (2017). *Psychology* (5th edition). Pearson Education.
3. Baron, R.A. (2005). *Psychology: from science to practice*. Pearson / Allyn and Bacon, Boston.
4. Feldman, R.S. (2017). *Understanding Psychology* (10thedition). Mc Graw Hill, India.
5. Hoeksema, S.N., Loftus, G., Fredrickson, B. & Lutz, C. (2014). *Atkinson and Hilgard's Introduction to Psychology* (16th edition). Cengage Learning EMEA.
6. Lefton, L. A., & Brannon, L. (2006). *Psychology* (9thedition). Pearson Education.
7. Meyer, G., & Ciccarelli, S. (2005). *Psychology*. Prentice Hall.
8. Zimbardo, P. G., & Gerrig, R. J. (1995). *Psychology and life* (14thedition). New York: Harper Collins College Publications.

Personality and Behaviour

4 Units (60 Hours)

Credit 4

Course Description: This course will provide an overview of Personality Psychology and behaviour including the prevailing perspectives and to explain what makes people the way that they are and how science sorts this all out.

Course Objectives:

1. To develop understanding among students about personality from different psychological perspectives.
2. To develop understanding among students regarding type and trait approaches to personality.
3. To understand the dynamics of development of personality.
4. To explain the variability in behaviour.

Course Outcome: Upon successful completion of this course students will be able to:

- 1) Describe and compare the historical development and various perspectives of psychodynamic, traits, humanistic, behavioral, and cognitive perspectives on personality
- 2) To analyse a person's behavior, thinking patterns, or emotional reactions on the basis of personality theories
- 3) The students shall acquire the capability to evaluate one's behavioural patterns.
- 4) To have a competence to suggest/ recommend one to make choices as per their personality features.

	COURSE LAYOUT	TOPICS	PEDAGOGY	Lecture hrs.=60
S-1		Meaning of Personality		15 Hours
	SLO-1	Definition of Personality, How Personality is related to Psychology, Approaches to personality.	Lecture, Group, Discussion	3
	SLO-2	Type Approaches: Temperament: Humoral theories- Hippocrates, Sheldon and Kretchmer Approach.	Lecture, case study, Group discussion	3

	SLO-3	Trait Approach: Meaning of Traits, Allport- Types Approach.	Lecture, case study, Group discussion	3
	SLO-4	Heritability and Personality; Evaluation of Traits and Type approach	Lecture, case study, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion.	3
S-2		Psychodynamic Perspective of Personality		15 Hours
	SLO-1	Freud's theory of Personality: The nature of mind; Drives.	Lecture, Group discussion	3
	SLO-2	Freud's stages of Psychosexual development.	Lecture, Group discussion.	3
	SLO-3	Structure of Personality: Id, Ego, Superego.	Lecture, Group discussion,	3
	SLO-4	Ego defense mechanism- Repression and Ego defense.	Lecture, Group discussion,	3
	SLO-5	Assignment and activities	Reading and discussion.	3
S-3		Humanistic and Psychosocial Approaches		15 Hours
	SLO-1	Knowing the Theorist- Carl Rogers and Abraham Maslow.	Lecture, videos, group discussion.	3
	SLO-2	Self –actualization, Dispositional and Phenomenological aspect; Holistic Personality development.	Lecture, case study, Group discussion, Role play	3
	SLO-3	Rogers' Positive regard and Child development, Rogers' view of the Self-	Lecture, case study, Group	3

		concept.	discussion.	
	SLO-4	Eriksson Psychosocial Theory. Application and Critical Evaluation.	Lecture and Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion	3
S-4		Relationship between Personality and Behaviour		15 Hours
	SLO-1	Relationship between Personality and Behaviour.	Lecture, case study, Group discussion.	3
	SLO-2	Personality in relation to development of positive personality traits.	Lecture, Group discussion,	3
	SLO-3	Personality and Maladaptive Traits. Development of Abnormal Personality Traits.	Lecture, case study, Group discussion.	3
	SLO-4	Albert Bandura Theory of Self- Efficacy Application and Critical Evaluation.	Lecture, Group discussion.	3
	SLO-5	Assignment and activities	Reading and discussion	3

Recommended Readings:

1. Feist, J., & Feist, G.J. (2006). *Theories of personality*. McGraw –Hill, New York.
2. Hall, C. S., Lindzey, G., & Campbell, J. B. (1957). *Theories of personality* (No. 04; BF698, H3.). New York: Wiley.
3. Schultz, D.P., & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.

Psychological Experiments and Testing

4 Unit (120 Hrs)

Credit 4

Internal Assessment 60 Marks

End Semester 40 Marks

Course Description: Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

Course Objective:

5. To develop understanding among students about the measure of psychological research.
6. To enable students to conduct psychological experiments independently.
7. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
8. To develop understanding among students about the assessment of maladaptive personality traits.

Course Outcome: Upon successful completion of this course students will be able to:

1. The students will be able to understand about the measures of basic psychological research.
2. The students will be able to conduct psychological experiments independently.
3. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
4. The students will be able to assess and identify maladaptive personality traits.

	COURSE	LECTURE/	TOPICS	PEDAGOGY
--	--------	----------	--------	----------

	LAYOUT	HOURL		
S-1	SLO-1	3 Hours	Introduction: Meaning, Nature, Definition, Scope and Steps of psychological experiments and testing.	Lecture and Discussion
	SLO-2	3 Hours	Span of attention / Preparing an interactive model of attention	Demonstration Practicum
	SLO-3	3 Hours	Simple Reaction time (Visual/ Auditory)	Demonstration Practicum
	SLO-4	3 Hours	Sustained attention-Cancellation task	Demonstration Practicum
	SLO-5	3 Hours	Assignment & activities	Reading and Discussion
S-2	SLO-1	3 Hours	Measurement of Illusion / Sensory adaptation: Tactual / Cold / Pressure	Demonstration Practicum
	SLO-2	3 Hours	Level of Aspiration	Demonstration Practicum
	SLO-3	3 Hours	Identification of basic emotions	Demonstration Practicum
	SLO-4	3 Hours	Short term Memory	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-3	SLO-1	3 Hours	Achievement motivation	Demonstration

				Practicum
	SLO-2	3 Hours	Temperament scale	Demonstration Practicum
	SLO-3	3 Hours	Defense mechanism Inventory	Demonstration Practicum
	SLO-4	3 Hours	Eysenck Personality Inventory	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-4	SLO-1	3 Hours	Test of Maslow Need Hierarchy	Demonstration Practicum
	SLO-2	3 Hours	Self-efficacy scale	Demonstration Practicum
	SLO-3	3 Hours	Self-esteem Scale/ Self- concept Scale	Demonstration Practicum
	SLO-4	3 Hours	Free-word association test	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion

*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

Recommended Readings:

1. Anastasi, A., & Urbina, S. (2016), *Psychological Testing (7th ed.)* Pearson Education
2. Gregory, R. (2017). *Psychological Testing: History, Principles and Applications. (7th ed.)*. Pearson Education.
3. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning EME.
4. Baron, R.A. (2002). *Psychology (5th ed.)*. New Delhi: Pearson Education.
5. Gerrig, R.F & Zimbardo, P.G. (2005). *Psychology & life*. Allyn & Bacon/New Delhi. Pearson Education.
6. Hall C.S., Lindzey. G., & Campbell, J. B. (1998). *Theories of Personality*. John Wiley & Sons, Inc.
7. Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
8. Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.
9. Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality. (8th ed.)*. New York: John Wiley & Sons, Inc.

Faculty of Behavioural Sciences						
B.A. (Hons.) PSYCHOLOGY WITH RESEARCH						
CERTIFICATE LEVEL PROGRAM						
SEM – II	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
	19100201	Social and Community Psychology	4		4	100
	19100202	Individual Differences and Developmental Psychology	4		4	100
	19100203	Practicum Lab-II Psychological Assessment and Survey Reports	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	Environmental Studies	2		2	50
	VAC- 1	Any one	2		2	50
				Total	20	500

Social and Community Psychology

4 Units (60 Hours)

Credit 4

Course Description: The course is basically imparting detail knowledge about social and community related psychological issues which play a significant role in the dynamics of the daily social life. Theoretical inputs along with practical orientation of the concerned processes are well included in the curriculum for developing a comprehensive understanding of evolving social situations at large in any given community. Interactive processes at different levels are part of the course to make it more meaningful to develop better insight about the relevant phenomenon.

Course Objective:

1. The course has been designed to understand the individual in society and know about group behavior.
2. It will also make sensitive toward the ongoing social dynamics and core social issues.
3. It emphasizes values, applied research, and action all focused on promoting the welfare of the whole community, especially under-served populations.
4. The course elaborates the application of psychological solutions to community-based social, mental health, and environmental problems.

Course Outcome:

1. This course will equip students with an understanding and awareness of the basic concepts in social psychology and the dynamics that are at play when people are part of a group.
2. On the completion of the course the students will become aware of group processes, leadership styles and concepts of conformity and cohesiveness.
3. This course will help the students to focus on people's and communities' strengths.
4. The course will develop better understanding among students for empowerment, cultural diversity, and changing local conditions through organizational, community, and societal-level action and help to analyse the meaning of change in social settings.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction: Social Psychology		15 hrs.
	SLO-1	Definition and nature of social psychology	Lecture, Group Discussion	3
	SLO-2	Methods of social psychology	Lecture, Group	3

			discussion	
	SLO-3	Groups: types and group formation	Lecture, Group discussion, videos	3
	SLO-4	Leadership: meaning and types of leadership	Lecture, Group discussion, videos	3
	SLO-5	Assignment	Reading and discussion.	3
S-2		Social Processes		15 hrs.
	SLO-1	Social perception: Concept and nature. Pro-social behaviour and its measurement.	Lecture, video, group discussion	3
	SLO-2	Attribution theory and Impression management.	Reading and group discussion	3
	SLO-3	Attitude: Nature and Measurement of attitudes	Reading and group discussion	3
	SLO-4	Stereotypes and prejudice: nature and strategies of reducing them	Reading and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
S-3		Community: Types and Models		15 hrs.
	SLO-1	Community Psychology: Definition and Types of Communities.	Lecture, video, Web information	3
	SLO-2	Models of Community Psychology: Conceptual level model	Reading and group discussion	3
	SLO-3	Biopsychosocial model	Lecture, Reading and group discussion	3
	SLO-4	Sense of community	Reading and discussion	3

	SLO-5	Assignment	Reading, writing and discussion	3
S-4		Core values, Interventions and Health Promotion		15 hrs.
	SLO-1	Individual and family wellness	Lecture/ web info/ group discussion	3
	SLO-2	Social justice; Empowerment and citizen participation; Collaboration and Community Strength.	Lecture/ web info/case study and group discussion	3
	SLO-3	Need and Process of community organisation for health promotion.	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Community Program for child and maternal health, physically challenged and old age.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment	Reading and discussion	3

Recommended Readings:

1. Aronson, E., Wilson, T.D., Akert, R.M. (2010). *Social Psychology*. (7th ed.). Princeton: Printice Hall.
2. Byrne, D. (2009). *Social Psychology* (12th ed.). Boston: Pearson/Allyn and Bacon.
3. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology*. Belmont, CA: Cengage Learning.
4. Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2019). *Community psychology*. Routledge.

Individual Differences and Developmental Psychology

4 Units (60 Hours)

Credit 4

Course Description: The course of Individual differences and developmental psychology gives an comprehensive knowledge for physical, social and cognitive development of an individual covering whole life-span. It also helps in understanding significant changes taking place at different stages of life. A comparative picture of various stages of individual life may be sketched on the basis of the course which enriches the basic understanding for a usual life pattern.

Course Objective:

1. The course shall provide a lifespan view of the human life cycle in relation age related behavioral changes at different stages.
2. It shall also sensitize the student to have a self-perception of the stage through which they are going and revisit their childhood and adolescence.
3. It shall give them futuristic outlook for the coming generations as well his or her own life ahead.

Course Outcome:

1. The student will learn about development and growth as well as the various theoretical perspectives of development all through the lifespan from conception to death.
2. The students will learn about the psychological issues of elderly as well as the theoretical psychological issues related to old age, death and dying.
3. On the completion of the course the students shall have a comparative understanding of age related stages related to cognitive development.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Orientation to Life Span		15 hrs.
	SLO-1	Introduction: Principles of life span development and related issues	Lecture, Group Discussion	3
	SLO-2	Continuous v/s dichotomous changes, critical and sensitive periods, when development deviates from norms	Lecture, Group discussion	3

	SLO-3	Age ranges and individual differences, cohort and other influences	Lecture, Group discussion, videos	3
	SLO-4	Determining the nature and nurture of life span development, from genotype to phenotype	Lecture, Group discussion, videos	3
	SLO-5	Assessment	Reading and discussion.	3
S-2		Prenatal development, Infancy and early childhood		15 hrs.
	SLO-1	Prenatal development and new born infant: complication and competence	Lecture, video, group discussion	3
	SLO-2	Physical, cognitive and social development in infancy	Reading and group discussion	3
	SLO-3	Personality development in infancy- sociability, forming relationship, temperament	Reading and group discussion	3
	SLO-4	Pre-school years: physical, cognitive, social and moral development	Reading and group discussion	3
	SLO-5	Assignment	Reading and discussion	3
S-3		Adolescence and Early adulthood		15 hrs.
	SLO-1	Adolescence: Physical, social and cognitive development.	Lecture, video, Web information	3
	SLO-2	Identity formation, relationship in family and friends, and sexual behaviour	Reading and group discussion	3
	SLO-3	Early adulthood: Physical, cognitive and social development and choosing a career	Lecture, Reading and group discussion	3
	SLO-4	Personality development in early	Reading and discussion	3

		adulthood		
	SLO-5	Assignment	Reading, writing and discussion	3
S-4		Adult years		15 hrs.
	SLO-1	Middle adulthood: Physical, cognitive and social development	Lecture/ web info/ group discussion	3
	SLO-2	Personality development in middle adulthood, Eriksonian stages	Lecture/ web info/case study and group discussion	3
	SLO-3	Late adulthood: Physical changes in older people, cognitive changes in late adulthood	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Personality development and successful aging	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment	Reading and discussion	3

Recommended Readings:

1. Feldman, R.S. (2015). *Development across the lifespan*. Pearson/Darling Kindersley: New Delhi
2. Hurlock, J.B. (1997). *Child Development*. McGraw Hill: New Delhi.
3. Bjorklund, B. R., & Bee, H. L. (2008). *The journey of adulthood*. Upper Saddle River, N.J: Pearson Education.

Practicum Lab II: Psychological Assessment and Survey Reports

4 Unit (120 Hrs)

Credit 4

Internal Assessment 60 Marks

End Semester 40 Marks

Course Description: Assessment is an integral part of the study of psychology. For the objective measurement of behaviour psychology has developed many standardized tools and methodology. Over a period of time these tools have proved their credibility with robust reliability value in prediction and assessment. This course is designed to educate the students to understand the practical method of assessment through different standardized tests. In addition to this survey reports are also a very important source of getting first hand reliable information for psychological studies. These surveys have been proved time and again to get the required inputs for the study. This course covers a wide scope in this regard.

Course Objective:

1. To develop understanding among students about the measure of psychological research.
2. To enable the students to develop an objective assessment approach for any given behaviour.
3. To make the students aware about different dimensions of specific behaviour through assessment and survey.
4. To enable students to differentiate the subjects on the basis of their results for similar behavioural dimension and to understand the underlying causal factors.

Course Outcome: Upon successful completion of this course students will be able:

1. To handle the tools of psychological assessment for which they are educated.
2. To learn the scoring and identifying the levels of outcome for the assessment tools and surveys.
3. To conduct surveys individually and getting the relevant information through direct interaction.

4. To identify various variable conditions which require balancing and control to secure the purity of results.

	COURSE LAYOUT	LECTURE/ HOUR	TOPICS	PEDAGOGY
S-1	SLO-1	3 Hours	Introduction: Meaning, Nature, Definition, Scope and Steps of psychological assessment and survey	Lecture and Discussion
	SLO-2	3 Hours	Adjustment Scale	Demonstration Practicum
	SLO-3	3 Hours	Attitude Scale	Demonstration Practicum
	SLO-4	3 Hours	Life Style Scale	Demonstration Practicum
	SLO-5	3 Hours	Assignment & activities	Reading and Discussion
S-2	SLO-1	3 Hours	Mental Ability Test	Demonstration Practicum
	SLO-2	3 Hours	Cognitive Style Test	Demonstration Practicum
	SLO-3	3 Hours	Food habit survey among adults and adolescents	Demonstration Practicum
	SLO-4	3 Hours	Healthy Habit Survey	Demonstration

				Practicum
	SLO-5	3 Hours	Assignment & activities	Reading and Discussion
S-3	SLO-1	3 Hours	Social Skill Scale	Demonstration Practicum
	SLO-2	3 Hours	Personal Value Questionnaire	Demonstration Practicum
	SLO-3	3 Hours	Daily Activity survey	Demonstration Practicum
	SLO-4	3 Hours	Social value survey	Demonstration Practicum
	SLO-5	3 Hours	Assignment & activities	Reading and Discussion
S-4	SLO-1	3 Hours	Social Maturity Scale	Demonstration Practicum
	SLO-2	3 Hours	Impact of Internet Survey	Demonstration Practicum
	SLO-3	3 Hours	Mental Health Awareness Survey	Demonstration Practicum
	SLO-4	3 Hours	Prejudice Scale	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion

*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 tests/ survey reports signed by their respective teacher.

Recommended Readings:

1. Anastasi, A., & Urbina, S. (2016). *Psychological Testing (7th ed.)* Pearson Education.
2. Gregory, R. (2017). *Psychological Testing: History, Principles and Applications. (7th ed.)*. Pearson Education.
3. Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Atkinson & Hilgard's Introduction to psychology*. Cengage Learning EME.
4. Baron, R.A. (2002). *Psychology (5th ed.)*. New Delhi: Pearson Education.
5. Gerrig, R.F., & Zimbardo, P.G. (2005). *Psychology & life*. Allyn & Bacon/New Delhi. Pearson Education.
6. Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.
7. Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to Personality. (8th ed.)*. New York: John Wiley & Sons, Inc.

Faculty of Behavioral Sciences

B.A. (Hons.) PSYCHOLOGY

DIPLOMA LEVEL PROGRAM

SEM-III	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
	19100301	Cognition and Behaviour	4		4	100
	19100302	Basic Research Methods and Statistics	4		4	100
	19100303	Practicum Lab-III Cognitive Assessment	8		4	100
	MGE- 1	Any one out of the University Basket	4		4	100
	AECC- 1	Human Values and Ethics	2		2	50
	VAC- 1	Any one	2		2	50
				Total	20	500

Cognition and Behaviour

4 Units (60 Hours)

Credit 4

Course Objectives: This is discipline specific core course of Psychology particularly focusing on the present day general approach of cognition in Psychology. It aims at introducing all the concepts of cognition and the process.

Course Outcome: The course is designed to make the students familiar with the basic cognitive processes which regulate information processing between environment and the individuals. It focuses on different level of information processing starting with perception, through learning memory and higher order thinking. The methodology to investigate the cognitive processes to conduct experiments tapping the internal cognition and finding relevance in real life. The students will be able to understand their own knowledge acquiring process as well that of other. Upon completing the course, they will be able to appreciate the problems as well as solution of Human cognition. It shall have prepared the student for the futuristic development in the area of Neuro-cognition and artificial intelligence.

Course Description: The course is intended to familiarize the students regarding the cognition processes and understanding that how this is effecting the behavior. The theoretical concepts of cognition are enlisted in such a way that the students would develop better understanding with relevant information of required base.

Course Objective:

1. To make students aware of general approach of cognition in Psychology
2. It aims at introducing all the concepts of cognition and the process.
3. Interrelated nature of different concepts of cognition are to be highlighted.
4. Developmental aspect of cognition is also to be taught.
5. The students will be instructed to understand the historical conceptual development of cognition.

Course Outcome: On the completion of the course the students will be able to

1. Have a better insight about dynamic cognitive processes.
2. Understand the significant aspects of cognition.
3. Get a better understanding of process of decision making
4. For the futuristic development in the area of neuro-cognition
5. To focus on different level of information processing starting with perception, through learning memory and higher order thinking.

	Course	Topics	Pedagogy	Lecture
--	--------	--------	----------	---------

	Layout			Hours=60
S-1		Introduction to Cognition		15 hrs.
	SLO-1	Cognition: Meaning and Nature; Cognition and Behaviour	Lecture, Group Discussion	3
	SLO-2	Influences on the study of cognition: structuralism, functionalism, behaviourism, Gestalt psychology	Lecture, Group discussion	3
	SLO-3	Methods of study: Introspection, Observation, experimental, Neuroimaging	Lecture, Group discussion, videos	3
	SLO-4	Information processing approach; connectionist approach	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Reading and discussion.	3
S-2		Basic Processes I		15 hrs.
	SLO-1	Perception; Nature, Bottom-up and Top down processes	Lecture, video, group discussion	3
	SLO-2	Attention: Neural basis; Selective attention, Vigilance behavior Theories of selective attention- Filter theory, Schema theory	Lecture and group discussion	3
	SLO-3	Memory: STM - Capacity, coding, Retrieval duration and forgetting, Retrieval of information	Lecture and group discussion	3
	SLO-4	LTM- Capacity, coding, Retrieval duration and forgetting, Retrieval of information	Lecture and group discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3

S-3		Processes and Manipulation of information		15 hrs.
	SLO-1	Concept: Nature of concept-classical view, schemata view	Lecture, video, Web information	3
	SLO-2	Language: Fundamental aspects of language,	Lecture and group discussion	3
	SLO-3	Language acquisition, Language comprehension processes – semantics; syntax	Lecture, and group discussion	3
	SLO-4	Problem solving: Problem solving cycle, Types of problems, Blocks of problem solving	Lecture and discussion	3
	SLO-5	Assignment & activities	Reading, writing and discussion	3
S-4		Information use and Development		15 hrs.
	SLO-1	Reasoning: Meaning, Approaches to reasoning:	Lecture/ web info/ group discussion	3
	SLO-2	Componential and Mental models; cognitive neuroscience of reasoning	Lecture/ web info and group discussion	3
	SLO-3	Decision making: Phases, Cognitive illusions	Lecture/ web info, debate, and discussion	3
	SLO-4	Cognitive development: Piagetian theory,	Lecture/ web info, debate, and discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3

Recommended Readings:

1. Galotti, K.M. (2008). *Cognitive Psychology*. Thomson.
2. Sternberg, R.J. (2009). *Cognitive Psychology*. Wadsworth.
3. Eysenck, M.W., & Keane, M.T. (2003). *Cognitive Psychology*. Psychology Press.
4. Morgan, C.T. & King, R. (2017). *Introduction to Psychology* (7thedition). Tata McGraw Hill Publishing Company Limited, New Delhi.
5. Feldman, R.S. (2017). *Understanding Psychology* (10thedition). Mc Graw Hill, India.
6. Lefton, L.A., & Brannon, L. (2006). *Psychology* (9thedition). Pearson Education.
7. Meyer, G., & Ciccarelli, S. (2005). *Psychology*. Prentice Hall.

Basic Research Methods and Statistics

4 Units (60 Hours)

Credit 4

Course Description: It is a foundation course for fourth year of degree program by research. The hybrid course title is a combination of basic research methods and supporting beginner's statistics introduced to the students the procedure of scientific research in psychology. The course will help them to develop a sense of understanding for researches conducted in psychology and shall have a spillover advantage to all the courses.

Course Objectives:

1. To expose the students with methods of studying behavior.
2. To understand different methods on selected problems as the core techniques.
3. To understand the procedures, precautions and errors in methods.

Course Outcome:

1. There will be understanding of the basic research designs and processes.
2. They will be able to do review of literature, formulate research questions, and generate hypotheses.
3. Student will be skilled to design research proposal and conduct researches.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Basics of Research Methods		15 hrs.
	SLO-1	Concept; characteristics of scientific research; research in psychology	Lecture, Group Discussion	3
	SLO-2	Formulation of problems and Nature; types of variables	Lecture, Group discussion	3
	SLO-3	Meaning and formulation of hypotheses	Lecture, Group discussion, videos	3
	SLO-4	Sampling and its types – probability and non-probability sampling	Lecture, Group discussion, videos	3

	SLO-5	Assignment & activities	Reading and discussion.	3
S-2		Types of Research and Techniques of data collection		15 hrs.
	SLO-1	Experimental research: laboratory and field experiments,	Lecture, video, and case of a classical experiment	3
	SLO-2	Sample survey, Questionnaire	Lecture, and hand on exercise	3
	SLO-3	Observation and Field studies	Lecture, Field visit Demonstration and group discussion	3
	SLO-4	Methods of research in Psychology: Case history, Interview	Lecture, Demonstration and group discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3
S-3		Introduction to Statistics and measures of central tendency		15 hrs.
	SLO-1	Statistics: Meaning, scope and purpose	Lecture, video, Web information	3
	SLO-2	Frequency distributions of data	Lecture, and group discussion	3
	SLO-3	Graphic representation of data- Histogram, Polygon and Ogive	Lecture, Reading and group discussion	3
	SLO-4	Mean, median, and mode	Reading and discussion	3
	SLO-5	Assignment & activities	Reading, writing and discussion	3
S-4		Variability and inferential Statistics		15 hrs.
	SLO-1	Variability – Average Deviation, Quartile Deviation and Percentile, Standard deviation	Lecture/ web info/ group discussion	3

	SLO-2	Normal Distribution: Properties of normal curve; skewness and kurtosis	Lecture/ web info/case study and group discussion	3
	SLO-3	Standard error of mean, Confidence intervals	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Correlation-Coefficient– Product Moment and Spearman’s Rank Order Coefficient.	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3

Recommended readings:

1. Kothari, C.R. (2004). *Research Methodology: Methods & Techniques*. New Age International. New Delhi, India.
2. Kerlinger, F. (2010). *Foundations of Behavioral Research*. New Delhi: Prism International.
3. Albon, A. (2007). *Introducing Psychology through Research*. Open University Press.
4. Garrett, P. (1968). *Statistics in Psychology and Education*. New Delhi: Vakils.
5. Bakeman, R.P. (1992). *Understanding Social Science Statistics: A Spreadsheet Approach*. Lawrence Erlbaum Associates, 1992
6. Everitt B. S. (2001). *Statistics for Psychologists: An Intermediate Course*. Lawrence Erlbaum Associates.
7. McGuigan, F.J. (1969). *Experimental Psychology*. New Delhi: Prentice Hall
8. Siegel, S., & Castellan Jr, N.J. (1988). *Non-parametric statistics for the behavioural Sciences*. McGraw Hill.

Practicum Lab III: Cognitive Assessment

4 Unit (120 Hrs)

Credit 4

Internal Assessment 60 Marks

End Semester 40 Marks

Course Description: Cognitive assessment is a very important area of psychology which deals with the understanding the procedure of assessment as well as promotes the individual with the applied aspect of cognition. Psychological testing and conducting psychological experiments is one of the foremost tasks for psychologist/ clinical psychologist. With the help of psychological testing and experiments we came to know about the underlying psychological processes of a person. And most of the psychological variables can not be assessed directly. Therefore, Psychological Tests and Experiments are the scientific way to assess all types of psychological constructs. Furthermore, the range of psychological tests is widespread which includes behavioural analysis, Personality Tests, Experiments to study the basic psychological processes such as memory, learning, attitude, motivation and physiological measures. Therefore, this course has synthesized all standardized psychological tests and experiments in describing, understanding and predicting behaviour of individuals in psychological research.

Course Objective:

9. To develop understanding among students about the measure of psychological research.
10. To enable students to conduct psychological experiments independently.
11. To enable students to assess various psychological traits such as personality, emotion and aspiration level.
12. To develop understanding among students about the assessment of maladaptive personality traits.

Course Outcome: Upon successful completion of this course students will be able to:

5. The students will be able to understand about the measures of basic psychological research.
6. The students will be able to conduct psychological experiments independently.
7. The students will be able to assess various psychological traits such as personality, emotion and aspiration level independently.
8. The students will be able to assess and identify maladaptive personality traits.

	COURSE LAYOUT	LECTURE/ HOUR	TOPICS	PEDAGOGY
S-1	SLO-1	3 Hours	Introduction: Meaning, Nature, of cognitive assessment	Lecture and Discussion
	SLO-2	3 Hours	Eye Blink Conditioning	Demonstration Practicum
	SLO-3	3 Hours	Anagram solution- Language facilitation	Demonstration Practicum
	SLO-4	3 Hours	Auditory threshold- Audiometry	Demonstration Practicum
	SLO-5	3 Hours	Assignment & activities	Reading and Discussion
S-2	SLO-1	3 Hours	Visual After Image- Duration of inspection and image	Demonstration Practicum
	SLO-2	3 Hours	Perception of size and distance	Demonstration Practicum
	SLO-3	3 Hours	Complex Reaction Time	Demonstration Practicum
	SLO-4	3 Hours	Jensen's decision and motor reaction time	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and

				Discussion
S-3	SLO-1	3 Hours	Kinesthetic figural after effect	Demonstration Practicum
	SLO-2	3 Hours	Tower of Hanoi-Problem solving	Demonstration Practicum
	SLO-3	3 Hours	Wall and Candle problem solving	Demonstration Practicum
	SLO-4	3 Hours	Dual task paradigm- motor and verbal interference: language lateralization	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion
S-4	SLO-1	3 Hours	LTM- Effect of clustering on acquisition and recall	Demonstration Practicum
	SLO-2	3 Hours	STM- Effect of chunk on capacity of STM	Demonstration Practicum
	SLO-3	3 Hours	Study of concept formation- categorization	Demonstration Practicum
	SLO-4	3 Hours	Card sorting – Effect of set sustaining	Demonstration Practicum
	SLO-5	3 Hours	Assessment & activities	Reading and Discussion

*At the end of the semester or before the end term exams all the students will have to submit the practical file of minimum 12 experiments/ tests signed by their respective teacher.

Recommended Readings:

1. Baron, R.A. (2002). *Psychology (5th ed.)*. New Delhi: Pearson Education.
2. Levine, G., & Parkinson, S. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.
3. Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Atkinson & Hilgard's Introduction to psychology*. Cengage Learning EME.
4. Galotti, K.M. (2008). *Cognitive Psychology*. Thomson.
5. Sternberg, R.J. (2009). *Cognitive Psychology*. Wadsworth.
6. Feldman, R.S. (2017). *Understanding Psychology (10th edition)*. Mc Graw Hill, India.

Faculty of Behavioural Sciences

B.A. (Hons.) PSYCHOLOGY

DIPLOMA LEVEL PROGRAM

SEM- IV	COURSE	NAME OF THE PAPER	HOURS/ WK		CREDIT	MARKS
	19100401	Applied Social Psychology	4		4	100
	19100402	Counseling Skills and Techniques	4		4	100
	19100403	Field Training in School/ community settings	8		4	100
	MGE- 1	To be chosen from University basket	4		4	100
	AECC- 1	Soft Skills	2		2	50
	VAC- 1	Any one	2		2	50
				Total	20	500

Applied Social Psychology

4 Units (60 Hours)

Credit 4

Course Description: The course is introducing the area of applied social psychology with detail coverage of all relevant topics. It also emphasizes the application dimension of the course in various fields. The course gives a deep understanding of the social dynamics with its interactive perspective and its impact.

Course Objective:

1. This course of applied social psychology draws attention on social psychological theories, principles, methods and research evidences.
2. It also gives the understanding of environment, population and diversity with psychological perspective.
3. The course is designed to impart the knowledge of work and health system.
4. It will also give detail information about development of intervention strategies and need of evaluation for effectiveness of programs.

Course Outcome:

1. The students will be able to understand the nature of applied social psychology on the completion of the course.
2. The students will develop an understanding of methods and interventions in the field of applied social psychology with a special focus on current social issues.
3. The course will equip the students with clear view of group dynamics.
4. The students will develop the understanding of the need for evaluation for effective programme.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Applied Social Psychology: Meaning, Nature and Fields	Lecture, Group Discussion	3
	SLO-2	Social influences on behaviour	Lecture, Group discussion	3

	SLO-3	Levels of analysis.	Lecture, Group discussion, videos	3
	SLO-4	Methodological approaches: Participatory Learning action research techniques.	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Reading and discussion.	3
S-2		Applications		15 hrs.
	SLO-1	Applying Social Psychology-I: Environment, and Diversity.	Lecture, video, group discussion	3
	SLO-2	Applying Social Psychology- II: Work and Health	Lecture and group discussion	3
	SLO-3	Social problems – Aggression and violence	Lecture and group discussion	3
	SLO-4	Social problems –Deprivation and Poverty.	Lecture and group discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3
S-3		Intervention		15 hrs.
	SLO-1	Social Cognition	Lecture, video, Web information	3
	SLO-2	Impression formation and conflict management	Lecture and group discussion	3
	SLO-3	Persuasion, Propaganda and campaigning	Lecture, and group discussion	3
	SLO-4	Impact Analysis, Process of Intervention,	Lecture and discussion	3
	SLO-5	Assignment & activities	Reading, writing and	3

			discussion	
S-4		Evaluation and Group Dynamics		15 hrs.
	SLO-1	Need for evaluation for effective programme	Lecture/ web info/ group discussion	3
	SLO-2	Group dynamics: Key aspects of groups.	Lecture/ web info and group discussion	3
	SLO-3	Cooperation and conflict management	Lecture/ web info, debate, and discussion	3
	SLO-4	Group decision making	Lecture/ web info, debate, and discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3

Recommended Books:

1. Schneider, F.W., Gruman, A., Coult, L.M. (Eds). (2012). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage Publications.
2. Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures*. New Delhi: Sage Publications.
3. Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi: Pearson.
4. Aronson, E., Wilson, T.D. & Akert, R.M. (2010) *Social Psychology*. Boston: Prentice Hall.
5. Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Delhi: Pearson.
6. Kloos, B., Hill, J Thomas, Wandersman, A., Elias, M. J., & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth CengageLearning.
7. Myers, D.G. (2005). *Social Psychology*. New Delhi: Tata McGraw Hill.

Counseling Skills and Techniques

4 Units (60 Hours)

Credit 4

Course Description: The course of counselling skills and techniques is focused to impart the systematic description of counseling procedures in psychology. It details the skills and various techniques employed for the same. General information for related aspects has been incorporated in this course.

Course Objective:

1. The course would sensitize the students to the general requirement of the counselling procedure.
2. The course is will acquaint the students with various skills, tools, and techniques to conduct counseling sessions effectively.
3. The students will be taught how to use certain diagnostic tools before the intervention.
4. The codes of ethics and guidelines for practice will be explained to the students.

Course Outcome: On the completion of the course the students will be able to:

1. Have a full understanding of the counseling procedure.
2. Understand the skills related to counseling.
3. Have a deep understanding of the techniques used for counseling.
4. Discriminate the various techniques for their use and also about the relevance of the same in various situations.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Definition of Counselling and Psychotherapy, History of counselling	Lecture, Group discussion, videos	3
	SLO-2	Personal and professional aspects of counseling	Lecture, Group discussion, videos	3
	SLO-3	Trends in counselling	Lecture, Group discussion,	3
	SLO-4	Ethical and Legal aspects of counseling	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Reading and discussion.	3

S-2		Basic Skills in Counseling I		15 hrs.
	SLO-1	Basic Communication Skills – Integrating micro & macro skills with Theory.	Lecture, video, group discussion	3
	SLO-2	Empathetic responding skills: soft skills versus hard skills in counselling and therapy; difficulty opening up; empathy; level one case conceptualization; seven basic empathy skills.	Lecture and group discussion	3
	SLO-3	Clinical assessment skills: assessment in counselling and therapy; first assessment skills: probing questions; principles; second assessment: focusing: hone in on a specific area; third assessment skills: clarifying statement.	Lecture and group discussion	3
	SLO-4	Influencing Skills: Heighten client's awareness with influencing skills; second-level case conceptualization;	Lecture and group discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3
S-3		Basic Skills in Counseling II		15 hrs.
	SLO-1	Influencing Skills: Interpreting common themes and resiliency; interpreting coping patterns; counselor self-disclosure; immediacy; feedback, the triangle of insight; challenge and proper confrontation	Lecture, video, Web information	3

	SLO-2	Termination skills: Stage of termination; principles of termination; how to conduct a productive termination.	Lecture and discussion	3
	SLO-3	Testing, Assessment, and Diagnosis in Counselling	Lecture and group discussion	3
	SLO-4	Skills associated with developing goals and client's participation; Growth of the client.	Lecture, and group discussion	3
	SLO-5	Assignment & activities	Reading, writing, and discussion	3
S-4		Techniques and Strategies of Counseling		15 hrs.
	SLO-1	Intervention Techniques versus generic counselling skills, action-oriented techniques: alive and dynamic sessions, intervention techniques and treatment plans	Lecture/ web info/ group discussion	3
	SLO-2	Body oriented directives, Cognitive restructuring, Socratic questioning, and solution-focused questioning	Lecture/ web info and group discussion	3
	SLO-3	Clinical Decision Making and Treatment Planning; the role of theories of psychotherapy, choosing a theoretical orientation to therapy	Lecture/ web info, debate, and discussion	3
	SLO-4	Clinical method health and private practice counseling	Lecture/ web info, debate, and discussion	3
	SLO-5	Assignment & activities	Reading and discussion	3

Recommended Readings:

1. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Pearson India Education.
2. Chen, M. W., & GIBLIN, N. J. (2017). Individual counseling and therapy: Skills and techniques. Routledge.
3. Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2016). *Essential interviewing: A programmed approach to effective communication*. Cengage Learning.
4. Nelson-Jones, R. (2015). *Basic counselling skills: A helper's manual*. Basic Counselling Skills, 1-216.
5. Patri, V.R. (2008). *Counseling Psychology*. New Delhi: Authors Press.

Field Training in School / Community Settings

Max Marks: 100 (Internal 60 External 40)

Credit:4

Course Objectives:

1. The course will provide an opportunity for students to reach outside the classrooms and laboratory to the school/community settings.
2. It shall sensitize them to the School/community need in respect to mental health. Field training is a skill enhancement course and therefore requires hands on experience.
3. Each student will select a School/institution/centre/ NGO working with care of challenged people/ Juveniles and criminals/Aged etc. in consultation with the teacher incharge. Each student will go for two days at a centre duly approved by the Dean, Faculty of Behavioural Science. It shall be a supervised training and the supervisor at the centre shall maintain a record of attendance, work sheet and other log sheets. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for at-least 128 hours in a semester.

Course Outcome:

1. Students will have the school/community work experience and will be sensitized of the basic issues in school/community setting.
2. They will be aware of community needs and develop the skills of interacting with the people, working NGOs and Juveniles and related centers for deeper experience of knowledge.
3. As per the course objectives, they will have the exposure of working School/Institutions/ NGO related to challenged people or Juvenile and criminal persons and will learn to maintain document and reports based on community experience.

SEM V

Positive Psychology (Course Code:)

Core Course

B. A. Semester V

Batch 2021-22

4 Units (60 Hours)

Course Description: The course of positive psychology is designed to explain the areas of this field with specific details along with research inputs. In recent age the importance of understanding of positive psychology has gained momentum keeping in view the social complexity and increasing social pressures of changing lifestyle. In this regard this course encompasses are relevant areas and approaches to understand the basic nature of the course and also emphasizes the systematic developing study patterns for better insight.

Course Objectives

1. This course provides an introduction to the important concepts of positive psychology like happiness, well-being, flourishing and the positive aspects of human experience.
2. It has an element of better systematic approach of theoretical concepts.
3. Students will gain an understanding of what contributes to well-being and how to build the enabling conditions of a life worth living.

Course Outcomes: Students will be able to:

1. Demonstrate an understanding of the historical background of positive psychology
2. Demonstrate an understanding of the dimensions of happiness/well-being, emotional intelligence and the application to their lives;
3. Demonstrate an understanding of gratitude and forgiveness in relation to flourishing relationship
4. Utilize their own strengths and virtues and employ strategies to increase their happiness,
5. overall quality of life and well-being
6. Integrate and apply core concepts of positive psychology into their own lives and professional practice

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Positive Psychology: Meaning, assumptions and Historical	Lecture, Group Discussion	3

		background		
	SLO-2	Perspectives of positive psychology; Culture and meaning of good life	Lecture, Group discussion	3
	SLO-3	Levels of Positive psychology; Positive and Negative affectivity	Lecture, Group discussion, videos	3
	SLO-4	Character strengths and virtues – Classification and measurement	Lecture ,Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-2		Approaches to Positive Psychology: Cognitive		15 hrs.
	SLO-1	Self-Efficacy, Optimism and Hope,	Lecture,video, group discussion	3
	SLO-2	Wisdom and Courage, Mindfulness Pro-social Behaviour	Reading and group discussion	3
	SLO-3	Gratitude, and Forgiveness,	Reading and group discussion	3
	SLO-4	Attachment; Problem solving Appraisal	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-3		Approaches to Positive Psychology: Emotional		15 hrs.
	SLO-1	Understanding Positive Affect, Positive Emotions Happiness, and Well-Being	Lecture,video, Web information	3
	SLO-2	Emotional intelligence; Emotional Creativity	Reading and group discussion	3
	SLO-3	Resilience	Lecture, Reading and group discussion	3
	SLO-4	The concept of flow; Social construction of self-esteem	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-4		Approaches to Positive Psychology: Self Based and Future of the field		15 hrs.
	SLO-1	Reality Negotiations; Authenticity	Lecture/ web info/ group discussion	3

	SLO-2	Humility; Uniqueness Seeking	Lecture/ web info/case study and group discussion	3
	SLO-3	Constructivism and positive psychology	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Future of Positive psychology	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

Baumgardner, S. and Crothers, M (2015). Positive Psychology. Pearson. Delhi

Carr, A. (2004). Positive Psychology. Brunner-Routledge, New York

Snyder, C.R. and Lopez, S.J. (2002). Hand Book of Positive Psychology. Oxford University Press,
New York.

Boniwell, I. (2012). Positive Psychology in a Nutshell, McGraw Hill, B

Peace Psychology (Course Code:)

Core Course

B. A. Semester V

Batch 2021-22

4 Units (60 Hours)

Course Description: Maintenance and restoration of peace are very important aspect at individual as well as societal level. To ensure proper development of social processes the peace is very essential aspect. This course is designed to elaborate the nature of peace theoretically as well as to understand the applicability of the same. It covers different domains in this regard to understand peace phenomenon at large.

Course Objectives:

1. The course is designed to prepare students to understand the causes of conflicts and aggression as well the methods of resolving them and establishing peace.
2. The course covers peace and various types, its consequences and some of the important world leaders help to establish peace.
3. It is also aimed to explain various approaches of peace development in practice.
4. The course also underlines the significance of peace in the sustainable development.

Course outcomes:

1. After the course the students will understand the meaning of peace as a construct.
2. The students will be able to understand certain models of peace makers and shall be surely inspired by them.
3. On the completion of the course the students will have an insight of processes of resolving social conflicts.
4. A good understanding of ethics of war and about international norms about the same will be developed after the study of the course.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Psychology of peace, Meaning of harmonious and sustainable peace,	Lecture, Group Discussion	3
	SLO-2	Causes of violence and its consequences- role of individual and societies. Issues of	Lecture, Group discussion	3

		aggression and violence,		
	SLO-3	Peace and development: Individual and societal growth	Lecture, Group discussion, videos	3
	SLO-4	Peace and nonviolence; perspective from Gandhi, and Martin Luther King,	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		Strategies of Peace		15 hrs.
	SLO-1	Nature and ways of establishing peace; Values of non-cooperation and Indian Experience.	Lecture, video, group discussion	3
	SLO-2	Psychology of Specific Conflicts and Peace efforts,	Lecture, video, group discussion	3
	SLO-3	War Ethics and Geneva Convention	Lecture, video, group discussion	3
	SLO-4	Constructive conflict resolution: Micro and macro level technique	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		Peace and Culture		15 hrs.
	SLO-1	Role of organizations in promoting Peace; accounts and challenges	Lecture, video, Web information	3
	SLO-2	Life, Peace and Culture: Role of Peace education	Reading and group discussion	3
	SLO-3	Collaboration, humility and social values in promoting peace in individual and social living.	Lecture, Reading and group discussion	3
	SLO-4	Psychodynamics of Peace: Drive and Relational Theory	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-4		Peace –making interventions		15 hrs.
	SLO-1	Peace-building & peace –making interventions (a) Psychological Construct of Personality for Achieving	Lecture/ web info/ group discussion	3

		Peace: Empathy, Openness, Flexibility, Conscientiousness, Forgiveness, etc.		
	SLO-2	Conflict Development, Transformation and Analysis	Lecture/ web info/case study and group discussion	3
	SLO-3	Conflict Management and Resolution	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Peace, growth and sustainable development	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

Blumberg, H.H., Hare, A.P., & Costin, A. (2006). *Peace Psychology: A comprehensive introduction*. Cambridge. University Press

Cheistie, D.J. Wagner, R.V. & Winter, D.D. (2001) *Peace Conflict and Violence: Peace Psychology for the 21st Century*. Saddle River, N.J.: Prentice Hall

Coleman, P.T. & Deutch, M. (2012). *Psychological Components of Sustainable Peace*, Springer: NewYork.

Fleischmen, P.R. (2004) *Cultivating Inner Peace: Exploring the Psychology, Wisdom and Poetry of Gandhi Theory and the Buddha*. San Francisco: Jossey-Bass.

Herbert, H., Hare P.A., & Costin (2009) *A Peace Psychology: A Comprehensive Introduction*, Cambridge

Macnare, R. M. (2008). *The Psychology of Peace: An Introduction*, Loyola Press

Practicum Positive Psychology (Course Code:)
Core Course

B. A. Semester V

Batch 2021-22

4 Units (60 Hours)

Course Description: The course intends to cover all important areas of positive psychology with its practical orientation. The practicals included give a very clear information for the aspect they cover in objective way. With this a comparative Vision may be developed to know about the specific response style and way of thinking.

Course Objectives:

1. The course will develop specific objective vision for positive area.
2. This is planned to identify the areas of the choice of related field and to measure the same.
3. It will also help in having an indepth information about specific case.
4. The course would develop wider understanding.

Course Outcomes:

1. On the completion of the course the student will be able to have an objective view for the positive psychology.
2. The students will be able to find out the practical difference in various behavioural patterns.
3. To understand the analysis techniques for the positive psychological patterns

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1				15 hrs.
	SLO-1	VIA (Virtues in Action) Inventory	Lecture, demonstration, and performance of test	3
	SLO-2	Self-Efficacy Scale- Bandura	Lecture, demonstration and	3

			performance of test	
	SLO-3	Resilience Scale	Lecture, demonstration, and performance of test	3
	SLO-4	Oxford Happiness Scale	Lecture, demonstration and performance of test	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2				15 hrs.
	SLO-1	Emotional Intelligence (Mayer & Salovey's concepts)	Lecture, demonstration and performance of test	3
	SLO-2	Hope and Optimism Scale	Lecture, demonstration and performance of test	3
	SLO-3	Signature Strength	Lecture, demonstration and performance of test	3
	SLO-4	Flow experience	Lecture, demonstration and performance of test	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3				15 hrs.
	SLO-1	Measurement of Gratitude	Lecture, demonstration and performance of test	3
	SLO-2	Forgiveness scale	Lecture, demonstration and performance of test	3
	SLO-3	Savoring	Lecture, demonstration and performance of test	3
	SLO-4	Positive Emotions/ Mood	Lecture, demonstration and performance of test	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-4				15 hrs.
	SLO-1	Study of positive institution	Lecture, demonstration and performance of test	3
	SLO-2	Positive Community: A case	Lecture, demonstration and	3

		study	performance of test	
	SLO-3	Positive youth development	Lecture, demonstration and performance of test	3
	SLO-4	Transformation leadership: Case study	Lecture, demonstration and performance of test	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Books:

Snyder, C.R. & Lopez, S.J. (Eds.). (2002). Handbook of Positive Psychology. Oxford University Press. New York.

Lomas, T., Hefferon, K., & Ivztan, I. (2014). Applied positive psychology: Integrated positive practice. Thousand Oaks, CA: SAGE Publications.

Seligman, M. E., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. American Psychologist, 61(8), 774-788.

Schueller, S., & Parks, A. C. (2014). The Wiley-Blackwell handbook of positive psychological interventions. Malden, MA: John Wiley & Sons

Positive Psychology Interventions (Course Code:)

DSE Course

B. A. Semester V

Batch 2021-22

4 Units (60 Hours)

Course Description: Positive Psychology is a very significant area which has a lot of applied value. In the process of social development in modern era the stress and other related issues are showing their presence at large level and to manage the balanced approach in life with fruitful and meaningful style of living the study of positive psychology interventions has become very important. The dynamics of interpersonal relations are so fast changing in the age of information technology that it is very essential to have such interventions at place so that the appropriate interventions can be used at the required time to restore the balance of personal and social life. This course intends to provide this all.

Course Objectives:

1. To familiarize the students with possible positive psychology interventions for all sections of society and all age groups.
2. To educate the students for possible applications of positive psychology interventions with their desired outcome.
3. To get the insight of the latest theoretical dimensions of positive psychology interventions.
4. To make students understand the comparative status of different positive psychology interventions.

Course Outcomes:

1. After the completion of the course the students will be equipped with the understanding of different positive psychology interventions, particularly their nature and application.
2. The course will educate the students about the necessary area of significance where these interventions can be effective.
3. Since the awareness about mental health is increasing in masses the students after studying the positive psychology interventions will be in a better position to sensitize the general population.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Meaning of Positive Psychology Interventions: An Overview	Lecture, Group Discussion	3

	SLO-2	Multidimensionality and Models: Layered Integrated Framework Example (LIFE) model of Wilber; The mental illness–health circumplex	Lecture, Group discussion, videos	3
	SLO-3	Types of Positive Psychology Interventions	Lecture, Group discussion, videos	3
	SLO-4	Methods of Disseminating PPIs: Book-Based Interventions, Classroom based intervention, technology-based intervention; PPIs in Clinical Practice	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-2		Interventions		15 hrs.
	SLO-1	Gratitude Interventions	Lecture, video	3
	SLO-2	Forgiveness Promotions	Lecture, video, group discussion	3
	SLO-3	Savoring- Enjoyment Enhancement	Lecture, video, group discussion	3
	SLO-4	Empathy based Interventions	Lecture, video, group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-3		New and Emerging Areas of Intervention		15 hrs.
	SLO-1	Creativity based Interventions	Lecture, video, group discussion	3
	SLO-2	Patience Interventions; Balancing time perspective	Lecture, video, group discussion	3
	SLO-3	Courage Interventions	Lecture, Reading and group discussion	3
	SLO-4	Humor based Interventions	Newspaper reading and fact finding, group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-4		Areas of Application		15 hrs.

	SLO-1	Education: Positive Education and Teaching for Wisdom, Enacting Flow and Student Engagement	Lecture/ web info/ group discussion	3
	SLO-2	Positive psychology at work: Transformational leadership, Positive and creative organization	Lecture/ web info/case study and group discussion	3
	SLO-3	Ethical Practice and Positive Psychology to Promote Integrity, Industriousness, Innovation, and Impact	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Online Positive Psychological Interventions: State of the Art and Future Directions	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

Parks, Acacia C. and Schueller, Stephen M. (2014). Handbook of Positive Psychological Interventions. Wiley Blackwell, New Delhi.

Lomas, T, Hefferon, K and Evtzan, I. (2014) Applied Positive Psychology. SAGE, New Delhi.

Linley, P.A. and Joseph, S. (2004). Positive Psychology in Practice. John Wiley & Sons, New Delhi

Froh, J J and Parks A C (2013). Activities for Teaching Positive Psychology: A Guide for Instructors. APA.

Cross Cultural Psychology (Course Code:)
DSE Course

B. A. Semester V

Batch 2021-22

4 Units (60 Hours)

Course Description: The field of Cross-Cultural Psychology has emerged recently and is expanding vastly in terms of its contents, applications and goals. The age old cultural orders and social structures are changing under the pressure of changes in science, technology and ecology. The adoption of information technology in daily human activities is altering our perceptions. Globalization is making the world smaller but at the same time more complex and complicated. The number of cultural variables affecting human life is growing day by day. The cultural lag, entire humanity is grappling with, is causing multiple problems and challenges. In a globalized and interconnected world, it becomes increasingly important to understand the role of culture in influencing thought, feelings and behaviour of individuals for a holistic understanding of cognitive, affective and co-native aspects of human life. It is essential that cultural context should be taken into account. The physical boundaries and barriers across the globe have been diminishing rapidly. Consequent upon this the influence of various cultures upon the individuals is becoming more pervasive. Because of this, psychologists have realized the need to analyse various cultures from the viewpoint of its impact on a person's psychological makeup and functioning. Accordingly, the course on Cross Cultural Psychology has been designed to equip students with the knowledge and skills to study how similarities and differences among people crop up as a consequence of cultural contexts.

Course Objectives: The course has been designed to foster the understanding and insight amongst the students about the basic concepts, approaches and methodology of cross - cultural psychology. Similarities and differences among persons of different cultures and attaining ability to apply research findings and theories across cultures have been the guiding principles while framing the course. Accordingly, the objectives of the course in brief are:

1. To introduce the field of cross – cultural psychology to students
2. To provide understanding of contemporary theories and research in cross – cultural psychology
3. To equip the students with critical thinking skills to analyze and evaluate the field of cross – cultural psychology
4. To enable students to apply research findings, principles and theories in the field of cross – cultural psychology.

Course Outcomes: Cross – cultural psychology is through an emerging field but it's knowledge and understanding will make the students ready to conduct research and devise plans for harnessing the strengths of culture for the purpose of overall growth of individuals. The teaching learning of the course will result into:

1. Students will have necessary understanding and insight of the concepts, approaches and methodology of cross – cultural programme
2. Students will acquire the knowledge to appreciate and understand differences and similarities amongst individuals of various cultures
3. Set of clinical thinking skills will be imbibed by the students useful to examine and evaluate the field of cross – cultural psychology
4. Students will become competent to apply the theories, principles and research findings of cross – cultural psychology to address various psychosocial problems and for evolution of human cultural consciousness.

	Course Layout	Topics	Pedagogy	Lecture Hours = 60
S-1		Introduction, approaches and methodology		15 hrs.
	SLO-1	Cross Cultural Psychology: definition, meaning and goals	Lecture, Group Discussion	3
	SLO-2	Evolutionary approach, sociological approach, ecocultural approach, cultural mixtures approach (approaches)	Lecture, Group Discussion	3
	SLO-3	Methodology of cross-cultural research: quantitative research, qualitative research, observation, survey methods, experimental studies	Lecture, Group Discussion, videos	3
	SLO-4	Content analysis, focus group methodology, meta-analysis, absolute and relativist approaches	Lecture, Group Discussion, videos	3
	SLO-5	Assignment & Activities	Submission/Presentation/ Seminar	3
S-2		Basic Concepts and Critical Thinking in Cross Cultural Psychology		15 hrs.
	SLO-1	Culture, society, race, ethnicity, empirical examination of culture	Lecture, video, group discussion	3
	SLO-2	Collectivism and individualism, cultural syndromes, indigenous psychology, ethnocentrism, multiculturalism	Reading and group discussion	3
	SLO-3	The evaluative bias of language, differentiating dichotomous and continuous variables, similarity – uniqueness paradox, assimilation bias,	Reading and group discussion	3

		representativeness bias, availability bias		
	SLO-4	Barnum effect, fundamental attribution error, self-fulfilling prophecy; Cultural and biological transmission	Reading and group discussion	3
	SLO-5	Assignment & Activities	Submission/Presentation/ Seminar	3
S-3		Similarities and differences across cultures		15 hrs.
	SLO-1	Personality – traits across cultures, self in social context, conceptions of the person	Lecture, video, web information	3
	SLO-2	Cognition – ethnic differences in IQ scores, cognitive styles, contextualized cognition	Reading and group discussion	3
	SLO-3	Language – development, linguistic relativity, universals in language. Emotion – universality of emotions, emotions as cultural states	Lecture, reading and group discussion	3
	SLO-4	Perception – cultural influences on perception of pictures, psychological aesthetics, perception of beautiful, perception of music	Reading and discussion	3
	SLO-5	Assignment & Activities	Submission/Presentation/ Seminar	3
S-4		Applying research findings across cultures		15 hrs.
	SLO-1	Acculturation and intercultural relations: Plural societies, acculturation, psychological acculturation, intercultural relations, multiculturalism	Lecture/ web info/ group discussion	3
	SLO-2	Intercultural communication training, negotiation, socialization across cultures	Lecture/ web info/ case study and group discussion	3
	SLO-3	Health behaviour – culture and health, psychopathologies across cultures, cultural factors in psychopathology and psychotherapy	Lecture/ web info/ case study, debate and discussion	3
	SLO-4	Cultural factors in health behaviour, ecology, population and health,	Lecture/ web info/ case study, demonstration,	3

		indigenous psychologies	debate and discussion	
	SLO-5	Assignment & Activities	Submission/Presentation/ Seminar	3

Recommended Readings:

Shiraev, Eric B. and Levy, David A. (2017) Cross-Cultural Psychology: Critical Thinking and Contemporary Applications Routledge, New York and London. 6th Edition.

Berry, John W; Poortinga, Ype H; Segall, Marshall H., and Dasen, Pierre R. (2002) Cross-cultural Psychology: Research and Applications. Cambridge University Press, New York. 2nd Edition.

Keith, Kenneth D. (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives. John Wiley and Sons, Inc., Hoboken, NJ, USA.

Berry, John W., Dasen, Pierre R. and Saraswathi, T.S. (1997) Handbook of Cross-Cultural Psychology: Basic Processes and Human Development Volume 2, 2nd Edition. Allyn and Bacon. Needham Heights MA

Rehabilitation Psychology (Course Code:)

DSE Course

B.A. Semester V

Batch 2021-22

4 Units (60 Hours)

Course Description: The course's objective is to foster knowledge of the needs and circumstances of those with disabilities and to play a crucial part in their personal, professional, and educational adjustment within the framework of self-advocacy and community development. The program's course content covers the history of the rehabilitation movement and its legal framework, models of disability and rehabilitation theory, psychosocial implications of incapacitating conditions, theoretical understanding of psychological assessment and testing methods, assessment of psychosocial problems and counselling, evaluation of the clients' educational and vocational needs, case management skills utilizing community resources, and multidisciplinary approach. The capacity to counsel, assist, and interact with their clients in a humanistic and holistic manner.

Course Objectives:

1. To understand the purpose, nature, and techniques of rehabilitation psychology
2. Acquiring knowledge of the many assessments used in disability rehabilitation
3. To get knowledge of various rehabilitation strategies and interventions.
4. To get acquainted with the laws, regulations, and governmental policies linked to child rehabilitation and other clinical situations.

Course Outcomes: Upon successful completion of this course, students will be able to:

1. Demonstrate a fundamental understanding of the effects that physical, sensory, developmental, and cognitive disabilities have on the ability to accomplish the daily tasks.
2. Use the rehabilitation techniques regarding the impairment.
3. Read and analyse psychometric assessments (intelligence, aptitude, personality assessments, etc.), explain the consequences of findings to clients and their families, and provide clients with the recommended remedial training.
4. Carry out given tasks in accordance with the agency's unique programmes, operations, rules, and procedures, as well as to coordinate the provision of services to customers with other agencies and organisations.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Psychology and Rehabilitation		15 hrs.
	SLO-1	Definition of disability and concept of impairment, disability, and handicap	Lecture, Practical, Demonstrations	3
	SLO-2	Different types of disabilities, Hearing Impairment, Intellectual Disability, Visual Impairment	Lecture, Practical, Demonstration	3
	SLO-3	Concept and Definition of Rehabilitation Psychology	Lecture, Practical, Demonstration	3
	SLO-4	Models of Rehabilitation: Biological; psychosocial & Community based Rehabilitation	Lecture, Practical, Demonstration	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-2		Screening, Assessment and early identification		15 hrs.
	SLO-1	Area of Psychological Assessment: Developmental and Neuropsychological Assessment; Assessment of Intelligence; Cognitive Function and Adaptive Behaviors; Assessment of Aptitude, Interest and Special Abilities; Personality Assessment	Lecture, Practical, Demonstration	3
	SLO-2	Role and relevance of Psycho-Educational Assessment in Disability Rehabilitation	Lecture, Practical, Demonstration	3
	SLO-3	Psycho-Educational Assessment of Persons with Disability: Sensory, Visual and Hearing Impairment; Intellectual Disability; Learning Disability; ADHD/ADD	Lecture, Practical, Demonstration	3
	SLO-4	Psychological Evaluation and Certification: Computer assisted Psychological Assessment; Psychological report	Lecture, Practical, Demonstration	3

		writing and communicating test results; Tools and Techniques of Evaluation for Disability Certification; Ethical issues in Psychological Assessment		
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-3		Rehabilitation and Intervention Strategies		15 hrs.
	SLO-1	Individual Level: Assertiveness Training; Life skills training; coping	Lecture, Practical, Demonstration	3
	SLO-2	Family Level: Reactions of Parents, Family Members; Coping Methods for the Family Members - Across the Life Span - At Critical stages in their Lives	Lecture, Practical, Demonstration	3
	SLO-3	Community Levels:Community Awareness –Education and Community Based Rehabilitation; Organizational and Institutional Approach to Rehabilitation	Lecture, Practical, Demonstration	3
	SLO-4	Supportive measures:Occupational Therapy; Physical Therapy; Rehabilitation of drug abuse, problem drinkers	Lecture, Practical, Demonstration	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-4		Rehabilitation – Policies and Services		15 hrs.
	SLO-1	Legislations, Government Policies & Schemes for Persons with Disabilities	Lecture, Practical, Demonstration	3
	SLO-2	Different Acts for Person with Disabilities –Mental Health Act; Allied Health care act; Persons with Disabilities Act, National Trust Act	Lecture, Practical, Demonstration	3
	SLO-3	International & National organizations working in the field of disability – UNCRPD, WHO, IncheonStrategy, RCI	Lecture, Practical, Demonstration	3
	SLO-4	Roles of governmental and non-governmental agencies in the field of	Lecture, Practical,	3

		disability rehabilitation.	Demonstration	
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

- Golden C.J. (1984). *Current Topics in Rehabilitation Psychology*. Grune & Stratton, London.
- Frank, R. G. (2000). *Handbook of Rehabilitation Psychology*. Hardcover.
- Teotia, D. A. (2018). *Rehabilitation Psychology*. Notion Press; 1st edition.
- Tiwari, D. A. (2018). *Textbook of Rehabilitation Psychology*. Loknath Publication
- Bolton B. (1987). *Handbook of Measurement and Evaluation in Rehabilitation*, Second Edition. Paul H. Brookes, Baltimore, London.
- Brown Roy I., & E. Anne Hughson (1987). *Behavioural and Social Rehabilitation and Training*. John Wiley & Sons Ltd.
- Chadha N.K. & Nath S. (1993). *Issue and Trends in Rehabilitation Research*. Friends Publication, Delhi.
- Gokhale S.D. (1987). *Rehabilitation: Attitude and Reality*. Rehabilitation Coordination India. Tata McGraw-Hill Publishing Company Limited, New Delhi.

SEM VI

Organizational Behaviour (Course Code:)
Core Course

B. A. Semester VI

Batch 2021-22

4 Units (60 Hours)

Course Description:

This course will help the students to understand the application of psychology in organizational set up. Further it will help them to understand the dynamics of organization. So that they can better understand the roles and responsibilities of a psychologist in an organization.

Course Objectives:

1. To analyze individual behaviour in the organization, and to understand the implications of organizational behaviour in the process of management
2. To evaluate the appropriateness of various leadership styles and stress management strategies used in organizations.
3. To describe and assess the basic elements of organizational structure during modern era and evaluate their impact on employees.
4. To explain how organizational change and development impact the success of an organization.

Course Outcomes:

1. On the completion of the course the students will have a better understanding of the organizational structure in relation to behaviour.
2. The students will be able to have comparison of the development of the organizations in relation to organizational behaviour.
3. The course will be make students familiar with the theoretical advancement of the organizational behaviour.
4. The students will have thorough understanding of leadership phenomenon in the organization.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Meaning of Organizational Behavior	Lecture, Group Discussion	3
	SLO-2	Historical background of Organizational Behavior	Lecture, Group discussion	3
		Contemporary Trends and Challenges	Lecture, Group discussion, videos	3

	SLO-3			
	SLO-4	Traditional vs. Modern organizational Structures: types	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		Organizational and Individual level Processes		15 hrs.
	SLO-1	Organizational citizenship behaviour	Lecture, video, group discussion	3
	SLO-2	Early theories of work motivation: Maslow, McClelland, two factor	Reading and group discussion	3
	SLO-3	Contemporary theories of work motivation: Equity, Expectancy, Job Characteristics Model	Reading and group discussion	3
	SLO-4	Organizational climate: benefits and factors affecting Organizational climate	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		Dynamics of Organizational Behaviour and Leadership		15 hrs.
	SLO-1	Communication in organizations: Types and effectiveness of communication in organizations	Lecture, video, Web information	3
	SLO-2	Organizational Stress: causes and Stress management	Reading and group discussion	3
	SLO-3	Positive Organizational Behaviour: Emotional Intelligence, Optimism	Lecture, and group discussion	3
	SLO-4	Leadership: trait perspective; Behavioural Perspective	Lecture, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-4		Organizational dynamics and Ethical Considerations in an Organization		15 hrs.
	SLO-1	Organizational change: Models	Lecture, web info, and group discussion	3

	SLO-2	Organizational development: Models OD: Interventions	Lecture, case study and group discussion	3
	SLO-3	Organizational Ethics; Social responsibility	Lecture, case study, and discussion	3
	SLO-4	Organizational values: types	Lecture, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

- Chadha, N.K. (2007). Organizational Behaviour. Galgotia Publishers: New Delhi.
- Pareek, U. (2010) Understanding Organizational Behaviour. Oxford: Oxford University Press.
- Robbins, S.P. and Judge, T.A. (2007) Organizational Behaviour. New Delhi: Prentice Hall of India.
- Greenberg. J. and Baron, R.A. (2007). Behaviour in Organizations. India: Dorling Kindersley.
- Griffin, R.W. and Moorhead, G. (2009). Organizational Behaviour: Managing People and Organizations. New Delhi: Bizantra Publishers.
- Landy, F.J. and Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.
- Luthans, F. (2009). Organizational Behaviour. New Delhi: McGraw Hill.
- Mukherjee, k. (2009). Principles of management and organizational behaviour. New Delhi: McGraw Hill.
- Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley.

Psychometrics (Course Code:)
Core Course

B. A. Semester VI

Batch 2021-22

4 Units (60 Hours)

Course Description: The course of psychometrics is very important to understand the quantitative and objective measurement of psychological phenomena. In this course the basic concepts of test development is explained with related dimensions of underlying segments. It is very significant to have an insight of item nature with their reliability for the measuring phenomenon. This course covers all the comprehensive relevant dimensions of psychometry. It reveals the systematic approach of assessment and measurement in psychology.

Course Objectives: This course is aimed to introduce students to the concepts necessary for developing an understanding of psychological testing.

1. The course will be devoted to a general introduction of the course material.
2. It will focus on psychometrics and expand the understanding of statistical concepts related psychometrics with special reference to test construction and standardization of the psychometric test.

Course Outcomes: The student will be able to develop an understanding of the basic concepts in the field of psychological testing.

1. Students would be familiar with introductory aspects of psychometrics.
2. They will gain knowledge of the highly valuable and critical field of test development through concepts such as item writing and analysis, reliability, validity and development of norms.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction to Psychometrics		15 hrs.
	SLO-1	Meaning and Levels of measurement.	Lecture, Group Discussion	3
	SLO-2	Psychophysical Scaling Methods: Method of limits, Method of Average error, Method of Constant Stimuli	Lecture, Group discussion	3

	SLO-3	Method of Rank order, Method of successive categories; Significance of Psychophysical Scaling.	Lecture, Group discussion, videos	3
	SLO-4	Representative scaling methods: Equal Appearing interval, method of absolute rating and Attitude scaling: Thurstone scale.	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		Psychological Tests		15 hrs.
	SLO-1	Concept of Psychological Tests, Brief history of Psychological Testing.	Lecture, video, group discussion	3
	SLO-2	Types & uses of Psychological Tests.	Lecture, video, group discussion	3
	SLO-3	Difference between testing and assessment.	Lecture, video, group discussion	3
	SLO-4	Test administration guiding rules: Advance preparedness of the examiner, Testing condition, Rapport Building.	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		Test construction		15 hrs.
	SLO-1	Test construction: Initial questions in test construction, table of specification	Lecture, video, Web information	3
	SLO-2	Item format, Guiding rules of item writing.	Reading and group discussion	3
	SLO-3	Item analysis: Index of difficulty, Item reliability index,	Lecture, Reading and group discussion	3
	SLO-4	Item validity index and Index of discrimination, Item Response Theory	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

			Seminar	
S-4		Standardization of Tests		15 hrs.
	SLO-1	Reliability: Concept of Reliability, Methods of Reliability: Test-retest reliability, Internal consistency reliability, Alternate-form reliability, and Scorer reliability,	Lecture/ web info/ group discussion	3
	SLO-2	Validity: Concept and Types: Content validity, Criterion-related validity and Construct validity	Lecture/ web info/case study and group discussion	3
	SLO-3	Norms: Meaning and Types of Norms: Developmental (Age-equivalent norms, Grade-equivalent norms) and Within Group Norms (Percentile norms and Standard score norms).	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Computer Adaptive Testing, Applications of Psychometrics in Various areas; Ethical consideration in testing	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

Anastasi, A. & Urbana, S. (1997). Psychological Testing. Pearson Education Asia: Pearson Publication.

Aiken, Lewis R.; Growth-Marnat, Gary, (2009). Psychological Testing Assessment (12th Ed.). Pearson Education Asia: Pearson Publication.

Gregory, Robert J. (2007). Psychological Testing: History, Principles, and Applications. (6th Ed.). Pearson Education Asia: Pearson Publication.

Murphy. K.R. & Davidshafer, C.O. (2019). Psychological Testing: Principles and Applications (6th Ed.). Pearson India Publication.

D'Amato, M.R. (1970). Experimental Psychology: Methodology, Psychophysics, and Learning. Tata McGraw Hill, New Delhi

Guilford, J.P. (1954). Psychometric Methos. Mc Graw Hill, New York

Internship in Work Settings (Course Code:)

DSE Course

B.A. Semester VI

Batch 2021-22

6 Credits (180 Hours)

Internship in work settings is a course related to a training in field and is a skill enhancement course and therefore requires hands on experience. Each student will select an institution/center/ NGO. This will be approved by the Dean, FBS. Each student will be allowed to go for this internship for 5 weeks immediately after the examination of 5th Semester. It shall be a supervised training and the supervisor at the center shall maintain a record of attendance, work sheet and other log sheets. Every student is required to submit a certificate and work report book at the end of the semester. It is expected that every student shall work for this at-least 180 hours during the period of 5 weeks.

The student will be able to observe certain patterns in work settings and be able to assess and conceptualize hands on experience for the same. They will get familiarized with the problems, processes, and work environment of the institution/ centre/ NGO etc. and report the same through case studies and vignettes.

After the completion of this internship the regular classroom teaching will commence in the department.

Project Report (Course Code:)

DSE Course

B. A. Semester VI

Batch 2021-22

6 Credits (180 Hours)

Preparation of a project report is a skill enhancement course which is designed to train the students for surveying, data collection, tool selection/standardization, statistical analysis and report writing. For this course every student will be allotted a supervisor from the Department by the Dean, FBS, in the 5th Semester and will start working under his/her guidance and submit a report before the commencement of the examination of 6th semester. Students will submit the three hardbound copies of the project report to the department.

Psychology of Work Place (Course Code:)
DSE Course

B. A. Semester VI

Batch 2021-22

4 Units (60 Hours)

Course Description: This course will help the students to understand the application of psychology in work set up. Further it will help them to understand the dynamics of work Psychology. So that they can better understand the roles and responsibilities as a work psychologist.

Course Objectives

1. To analyze individual behaviour on the work place.
2. To understand the implications of Work Psychology of the employees.
3. Evaluate the appropriateness of various Effective strategies of work Psychology
4. To describe and assess the basic elements of team building and other aspects during modern era and evaluate their impact on employees.
5. To explain how organizational conflict impact the success of an organization and what strategies are required if these issues arise in any organization.

Course Outcomes:

1. On the completion of the course the students will be able to understand prevailing psychological factors in any work environment.
2. The students will develop an insight about the individual impact on work culture due his/her different underlying psychological characteristics.
3. The understanding of ongoing process of workplace will be understood by the students in the end of course which are related to teamwork, selection procedure etc.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	The origin of work psychology	Lecture, Group Discussion	3
	SLO-2	Meaning of Work Psychology	Lecture, Group discussion	3
	SLO-3	Work psychology today, role of work psychologist in an organization	Lecture, Group discussion, videos	3
	SLO-4	Difference between work Psychology and Organizational Behaviour	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		Selection and Maintaining employees		15 hrs.
	SLO-1	Personnel Selection Methods: Interview, Psychometric tests, and other methods	Lecture, video, group discussion	3
	SLO-2	Individual Differences and Work Psychology	Lecture, and group discussion	3
	SLO-3	Ergonomics and Work Psychology: Advantages	group discussion, Lecture	3
	SLO-4	Job Satisfaction: Factors	Lecture, and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		Work Team		15 hrs.
	SLO-1	Understanding Work Teams: stages of effective team development	Lecture, Web information	3
	SLO-2	Types of teams	Lecture, and group discussion,	3
	SLO-3	Differences between team and group	Lecture, video and group discussion	3
	SLO-4	Training need analysis	Lecture, and discussion	3

	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-4		Negotiation and Conflict at workplace		15 hrs.
	SLO-1	Process of Negotiation	Lecture/ web info/ group discussion	3
	SLO-2	Causes of workplace conflict: intrapersonal and interpersonal Conflict	Lecture/ web info/case study and group discussion	3
	SLO-3	Strategies to manage workplace conflict	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Career management: making career decisions	Lecture/ web info/case study, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C., & Burnes, B. (2005). Work psychology: Understanding human behaviour in the workplace. Pearson Education.

French, W.L., Bell, C. H., & Vohra, V. (2006). Organisational Development. 6th Ed. New Delhi. Dorling Kindersley (India) Pvt. Ltd.

Truxillo, D.M., Bauer, T.N. and Erdogan, B. (2021). Psychology and Work. Routledge, New York

Bulger, C. A., Schultz, D.P. and Schultz, S.E. (2020). Psychology and Work Today. Routledge, New York

SEM VII

Experimental Designs (Paper Code:)

Core Course

B. A. Semester VII

Batch 2021-22

4 Units (60 Hours)

Course Description: Objective analysis is very important for any scientific study to increase its reliability and using it for future direction. In this regard the course of Experimental Design is very important as it covers the statistical techniques, assumptions of their use and interpretation of the outcome. It intends to have scientific experimental designs to make students comprehend the details of scientific planning and its appropriate statistical use.

Course Objectives:

1. The course will educate students with the theoretical assumptions of experimental design.
2. It will also elaborate the planning and presentation outlines for any experiment.
3. The students will be familiarized with different experimental designs with their assumptions and applicability.
4. The course will provide an insight for multiple options for combinations and settings of proposed experimental plan.

Course Outcomes:

1. On the completion of the course the students will be able to have a clear idea about the type of experimental plan for any specific investigation.
2. The students will have an understanding about the appropriate controls for the proposed investigation to ensure the scientific outcome.
3. The students will be equipped with the understanding of the use of suitable experimental design for the research to be undertaken.
4. The course is comprehensive, and, in the end, it will develop a comparative perspective for various experimental plan with their utility and theoretical explanation.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Overview of Experimentation		15 hrs.
	SLO-1	Nature of Science	Lecture, Group Discussion	3
	SLO-2	Psychological Experimentation: an application of scientific method	Lecture, Group discussion	3

	SLO-3	Experimental Plan: Experiment as a method of obtaining the evidence report	Lecture, Group discussion, videos	3
	SLO-4	Types of Experiments	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		Planning an Experiment _ Outline		15 hrs.
	SLO-1	Conducting an Experiment	Lecture, video, group discussion	3
	SLO-2	Writing up an experiment	Reading and group discussion	3
	SLO-3	Experimental Control, Determining extraneous variables	Reading and group discussion	3
	SLO-4	Techniques of control: Elimination, constancy of conditions, balancing – counter balancing; randomization	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		Experimental Designs: Outline, Conducting and Analysis		15 hrs.
	SLO-1	Two Randomized Groups, Two Matched groups	Lecture, video, Web information	3
	SLO-2	The case of more than two randomized	Reading and group discussion	3
	SLO-3	Randomized group Design	Lecture, Reading and group discussion	3
	SLO-4	Latin square Design; Greco Latin Square designs	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-4		Factorial Designs		15 hrs.
	SLO-1	Single factor experiments- separate group design; Single factor experiments – Repeated measures on the same elements	Lecture, group discussion	3

	SLO-2	Multifactor Design: Two factor design- Separate and Repeated; Three factor design- Separate and Repeated	Lecture and group discussion	3
	SLO-3	Multivariate Designs: Case of two dependent variables, covariates; More than two dependent variables	Lecture, debate, and discussion	3
	SLO-4	Correlational study designs; Quasi Experimental Designs	Lecture, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

Kerlinger, F. (2010). *Foundations of Behavioral Research*. New Delhi: Prism International.
 Broota, K.D. (2006). *Experimental Design in Behavioural Research*. New Age publisher. New Delhi
 McGuigan, F.J. (1969). *Experimental Psychology*. Princeton Hall, new Delhi
 Winer, B.J. (1971). *Statistical Principles in Experimental Design*. McGraw Hill, New Delhi

Qualitative Methods and Analysis (Paper Code:)

Core Course

B. A. Semester VII

Batch 2021-22

4 Units (60 Hours)

Course Description: The course of qualitative analysis is gaining popularity in psychology because the nature of responses and issues under consideration. In this view the interpretation of data only based on quantitative analysis may not be desirable. Therefore, the present course is a comprehensive course to educate the students to very essential qualitative data analysis to better understand the behaviour.

Course Objectives:

1. To understand the inherent meaning of the responses.
2. To train the students with theme-based analysis and several recent methods of qualitative research.
3. To have a relative understanding of the various methods of qualitative analysis and their appropriate use in research.
4. To sensitize the students with ethical issues in this context of qualitative analysis.

Course Outcomes:

1. On the completion of the course the students will be able to use the qualitative methods of analysis in psychology.
2. The students will acquire the ability to judge the relevance of the qualitative methods in specific situation and objectively interpret the data.
3. The course will also develop the skills of extracting meaningful information from the subjects through the techniques used for data collection in such research.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Nature of Qualitative Research: Meaning	Lecture, Group Discussion	3
	SLO-2	Need to conduct Qualitative Research	Lecture, Group discussion	3

	SLO-3	Formulating qualitative research questions. Developing a conceptual framework.	Lecture, Group discussion, videos	3
	SLO-4	Designing outlining qualitative studies. Choosing methods and Choosing ICT.	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-2		Methods		15 hrs.
	SLO-1	In-depth interview, Meaning Purpose, Developing an Interview Guide; Conducting the interview; Animating interview Narratives	Lecture, video, group discussion	3
	SLO-2	Focus Group discussions: Meaning; developing the discussing guide; Preparing and Conducting FGD.	Reading and group discussion	3
	SLO-3	Narrative Enquiry- cases, categories and focus on telling a story context	Reading and group discussion	3
	SLO-4	Talk: Discursive and naturally occurring talk; Conversation analysis	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3
S-3		Data Analysis – I		15 hrs.
	SLO-1	Foundations of Grounded Theory; Principles, Process, data Interpretation; developing Codes; Coding Data;	Lecture, video, Web information	3
	SLO-2	Visual Data: Images, photographs. Embodies action: Visual and social images	Reading and group discussion	3

	SLO-3	Textual Data Analysis: Analyzing documentary realities; Internet research	Lecture, Reading and group discussion	3
	SLO-4	Interpretative phenomenological analysis	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-4		Issues in Qualitative Research		15 hrs.
	SLO-1	The nature of Qualitative Data Analysis; Eliciting data online; Using Enacted Methods.	Lecture/ web info/ group discussion	3
	SLO-2	Qualitative Secondary research: Meaning, Role of theory, exploring documents, Locating and Securing data, Managing and Analyzing data.	Lecture/ web info/case study and group discussion	3
	SLO-3	Ethics in qualitative research; The integrity of Qualitative Research; Methodological Purposiveness, Methodological congruence	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Computer assisted programs to analyze data	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3

Recommended Readings:

Henrlink, M, Hutter, I AND Bailey, A. (2011). Qualitative Research Methods, SAGE, New Delhi

Solomans, J. (2016). Doing Qualitative research Online. SAGE, New Delhi

Silverman, D. (2011). Qualitative Research, SAGE, New Delhi

Lichtman, M. (2014). Qualitative research for the Social Sciences, SAGE, New Delhi

Richards, L., and Morse, J.M. (2013). Qualitative Methods, 3rd Ed. SAGE, New Delhi

Hesse-Biber, S.N. and Leavy, P. (2011). The Practice of Qualitative research. SAGE, new Delhi

Largan, C. and Morris, T (2019). Qualitative Secondary research. SAGE, New Delhi.

Smith, J.A. (2008). Qualitative Psychology: A practical Guide to to Research methods, New Delhi SAGE

Review Paper on a Selected Area of Dissertation (Synopsis) (Paper Code:)

Core Course

B. A. Semester VII

Batch 2021-22

2 Credit

This paper is very important part of four-year degree program with research, and it is designed to have a very good understanding of the research proposal which the students will undertake for the dissertation to be submitted in 8th Semester. In this course student will be allocated a supervisor by the Dean FBS. The student will explore the area of his/her research to be undertaken for dissertation in consultation with his/her supervisor. The student is supposed to have an exhaustive review in that chosen area of the selected topic of dissertation. Various aspects of doing of review will be understood by the student. This exercise will help the students in identifying different trends of research and will also help in finalizing the problem of dissertation as it will help in identifying the gap in knowledge in concerned field. His/her ability to understand the theoretical inputs in the literature will be sharpened to have better analytical understanding in the process. This will not only help theoretically but also give a very good understanding of the methodology to be undertaken for doing the research.

For final evaluation the Review, which will be prepared in the form of a synopsis of the Dissertation, must be submitted in hard copy duly signed by the respective supervisor before the final examination of the semester.

Advanced Research Methods (Paper Code:)

DSE Course

B. A.Semester VII

Batch 2021-22

4 Units (60 Hours)

Course Description: The course is designed to develop a better understanding of advanced research methods. These methods will give a deep knowledge of various research designs which are used to know the objective information from research plan. It will include some very relevant theoretical issues also to have a good insight about the research methods and about the outcomes.

Course Objectives:

1. To educate the students with latest methods of research.
2. To develop a comprehensive knowledge about various theoretical issues in present day scenario.
3. To help students in acquiring higher order research methods and designs.

Course Outcomes:

1. On the completion of the course the students will be able to have a deep knowledge of various advanced research methods used in psychology.
2. The course will also develop a sound base of theoretical understanding among the students for using appropriate research methods as per the relevance of the research program.
3. The students will also be able to have a comparative view of various research methods and their assumptions with outcome analysis.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		Introduction		15 hrs.
	SLO-1	Scientific thinking; Science as method of knowing;	Lecture, Group Discussion	3
	SLO-2	The scientific method; The Goals of	Lecture, Group	3

		Science	discussion	
	SLO-3	Other Methods of Knowing: Intuition, Introspection and Phenomenological experience	Lecture, Group discussion, videos	3
	SLO-4	Approaches in acquiring knowledge; Distinguishing science from pseudo-science	Lecture, Group discussion, videos	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-2		Research types		15 hrs.
	SLO-1	Survey Research: Types response Bias;	Lecture, video, group discussion	3
	SLO-2	Survey Research: Sampling issues; Culture and sampling issues	Reading and group discussion	3
	SLO-3	Evaluation Research: Program monitoring; impact assessment:	Reading and group discussion	3
	SLO-4	Evaluation Research: Efficiency analysis; Information utilization	Reading and group discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-3		Methods and Designs		15 hrs.
	SLO-1	Mediation, Moderation, and modeling in multivariate context	Lecture, video, Web information	3
	SLO-2	Longitudinal designs- Trend, Cohort, Panel studies, Issues	Reading and group discussion	3
	SLO-3	Single participant Research Methods	Lecture, Reading and group discussion	3
	SLO-4	Higher order factorial designs	Reading and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/Seminar	3
S-4		Relevant Issues		15 hrs.
	SLO-1	Mixed Method Research- Quantitative and qualitative	Lecture/ web info/ group discussion	3

	SLO-2	Meta Analysis	Lecture/ web info/case study and group discussion	3
	SLO-3	Generalization – Internal and external validity	Lecture/ web info/case study, debate, and discussion	3
	SLO-4	Ethical Guidelines for Psychology Research; APA Report Writing	Lecture/ web info/case study, demonstration, debate, and discussion	3
	SLO-5	Assignment & activities	Submission/Presentation/ Seminar	3

Recommended Readings:

Bart., L. W., Cunningham, J.L. and Pittenger, D.J. (2010). Research Methods for Behavioral Sciences. John Wiley, NY.

Merling, B. (2018). Research Methods in Psychology (3rd Ed), Norton & Company, NY

Nestor, P.G. and Schutt, R.K. (2015). Research Methods in Psychology. SAGE: New Delhi

Beins, B.C. (2019). Research Methods: A tool for life (4th Ed). Cambridge University Press, Cambridge, UK

Whitley, B.E. Jr and Kite, M.E. (2013). Principles of Research in Behavioral Science. (3rd Ed), Routledge: New York.

SPSS Based Statistical Techniques for Psychology (Course Code:)

DSE Course

B. A. Semester VII

4 Units (60 Hours)

Course Description: The course emphasizes practical training of analysis of data using software package for social sciences. It is an upskilling of the course's students have gone through on research methods, statistics, and advance experimental designs. The course introduces them slowly from initial level analysis to higher order multivariate research. Its unique andrology is a mixture of initially lecturing then demonstrating in the classroom and asking the students to sharpen the skills by exercising on various data sets, some may be obtained through simulated designs.

Course Objectives

1. The course has an important objective to familiarize the students with the use of SPSS based statistical programs for analysis.
2. The course will give insight into the appropriate steps for analyzing the data.
3. The package of software of SPSS will be taught for with different statistical tests.
4. The course also emphasises on the interpretation of the output.

Course Outcomes:

1. On the completion of the course, they will be able to understand the use of SPSS for psychological research.
2. The analysis of tests with specific assumptions will be explained to the students.
3. The students will be able to differentiate the use of specific statistical methods for the analysis of data as per the design of the study.
4. The students will be able to use the higher order statistics through SPSS.

	Course Layout	Topics	Pedagogy	Lecture Hours=60
S-1		SPSS – the basics		15 hrs.
	SLO-1	Introduction, viewing options in SPSS, defining variable parameters, Entering Data, Syntax	Lecture, Demonstration and Practical Exercise	3
	SLO-2	Measuring normal distribution, Statistical assessment of normal distribution	Lecture, Demonstration and Practical Exercise	3

	SLO-3	Adjusting non-normal data, Homogeneity of between-group variance, Sphericity of within group variance	Lecture, Demonstration and Practical Exercise	3
	SLO-4	Statistical significance, Significance, and hypotheses, Measuring statistical significance,	Lecture, Demonstration and Practical Exercise	3
	SLO-5	Assignment & activities	Demonstration and Practical Exercise	3
S-2		Specific Analysis-I		15 hrs.
	SLO-1	Effect size, Statistical Power, measuring effect size and power using G* Power	Lecture, Demonstration and Practical Exercise	3
	SLO-2	Correlation: What is correlation? Pearson's correlation, Spearman's rank correlation, Kendall's Tau-b, Biserial (and point-biserial) correlation	Lecture, Demonstration and Practical Exercise	3
	SLO-3	Independent t-test: How SPSS performs an independent t-test? Interpretation of output, Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-4	Related t-test: What is related t-test? How SPSS performs the related t-test, Interpretation of output, Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-5	Assignment & activities	Demonstration and Practical Exercise	3
S-3		Specific Analysis-II		15 hrs.
	SLO-1	Independent one-way ANOVA: How SPSS performs independent one-way ANOVA? Interpretation of output, Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-2	Repeated-measures one-way ANOVA: How SPSS performs Repeated-measures one-way ANOVA? Interpretation of output, Effect size and power;	Lecture, Demonstration and Practical Exercise	3

	SLO-3	Independent multi-factorial ANOVA: How SPSS performs independent multi-factorial ANOVA? Interpretation of output, Effect size and power; Repeated-measures multi-factorial ANOVA: How SPSS performs repeated-measures multi-factorial ANOVA? Effect size and power; Mixed multi-factorial ANOVA: How SPSS performs mixed multi-factorial ANOVA? Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-4	Multivariate analysis: Meaning, How SPSS performs MANOVA? Interpretation of output, Effect size and power, Repeated-measures MANOVA: How SPSS performs repeated-measures MANOVA? Interpretation of output, Effect size and power	Lecture, Demonstration and Practical Exercise	3
	SLO-5	Assignment & activities	Demonstration and Practical Exercise	3
S-4		Specific Analysis-III		15 hrs.
	SLO-1	Analysis of covariance: How SPSS performs ANCOVA? Effect size and power; MANCOVA: multivariate analysis of covariance, How SPSS performs MANCOVA, Effect size and power;	Lecture, Demonstration and Practical Exercise	3
	SLO-2	Linear and multiple linear regression: Simple linear regression, Effect size and power; Multiple linear regression: How SPSS performs multiple linear regression; Logistic regression: What is (binary) logistic regression? How SPSS performs logistic regression	Lecture, Demonstration and Practical Exercise	3
	SLO-3	Non-parametric tests: Mann-Whitney U test- How SPSS performs the Mann-Whitney U test? Wilcoxon signed-rank test – How SPSS performs Wilcoxon signed-rank test; Kruskal-Wallis test – How SPSS performs Kruskal-Wallis test?; Friedman's ANOVA – how SPSS	Lecture, Demonstration and Practical Exercise	3

		performs Friedman's ANOVA?		
	SLO-4	Factor analysis: How SPSS performs principal components analysis? Writing up results	Lecture, Demonstration and Practical Exercise	3
	SLO-5	Assignment & activities	Demonstration and Practical Exercise	3

Recommended Readings:

Andrew Mayers (2013). Introduction to Statistics and SPSS in Psychology. Pearson Education Limited, London.

Stevens, J.P. (1992) Applied Multivariate Statistics for the Social Sciences (2nd edn). Hillsdale, NJ: Erlbaum

Brace, N., Kemp, R. and Snelgar, R. (2006) SPSS for Psychologists: A guide to data analysis using SPSS for Windows (3rd edn). London: Routledge.

Coakes, S.J. and Steed, L.G. (2007) SPSS: Analysis without anguish: version 14.0 for Windows. Brisbane: John Wiley & Sons Australia Ltd

Field, A. (2009) Discovering Statistics using SPSS (3rd edn). London: Sage.

Agresti, A. (1996) An Introduction to Categorical Data Analysis. New York: John Wiley and Sons

Cohen, J. (1988) Statistical Power Analysis for the Behavioral Sciences (2nd edn) Hillsdale, NJ: Erlbaum

Action Research (Paper Code:)
DSE

B. A. (Hons.)

Semester VII

Batch 2021-22

4 Credits

Course Description: The course aims at identifying a group of participants and conduct action research through a participative process. An attempt shall be made to find out practical solution to the pressing concerns of the people in the community. The focus of discussion may preferably on psychological issues. The pedagogy of the course will be from classroom to the community and shuttling back and forth. The teacher shall be working as mentor of 5 students who will schedule the action research and shall maintain the log book and diary. The evaluation shall be based on theory as well as practicum to be evaluated by the mentor concerned.

It is expected that the every student shall devote 64 hrs to the course during the semester. Each student shall be required to submit the report as evidence to success of collaborative and participative research.

Course Objectives:

1. To provide the students a theoretical understanding of the action research method.
2. To provide the students an opportunity of theatre of life.
3. Practical solutions, with participative approach will be taught to the students.
4. The students will be trained for collaborative problem solving with outside community.

Course Outlines:

1. The course shall provide an experiential opportunity to each candidate for solving social/psychological issues of participants
2. The course will provide them opportunity of collaborative and participative research.

3. The students shall have experience and exercise of mixed method approach of data collection.
4. The course will provide an opportunity to learn through dialogue of sharing of wisdom beyond educational institution.

SEM VIII

Department of Clinical Psychology
Faculty of Behavioral Sciences
Research Paper Submission/ Publication (Paper Code:)

Core Course

B A Semester VIII

Batch 2021-22

3 Credits (75 Marks)

The course has been designed to encourage the students for doing research. This course is concerned with the doing all activities related to the research, planning research, data collection, analysis of data, writing a research article. In this regard he/she will be allotted a supervisor by the Dean, FBS to guide in this regard. Students will communicate the research paper to at-least peer reviewed journal. The submission for publication or publication in the desired journal is must for the students. The same must be done before the final semester examination/evaluation. A hard copy of the research paper, submitted for publication or published duly certified by the concerned supervisor must be submitted by each student before the final semester examination as per the instruction of the Dean, FBS. The student must submit the details of the Journal in which the paper has been sent for publication with his/her signature duly certified by the supervisor. For publication of research the student will have to follow the guidelines of plagiarism etc.

Dissertation (Paper Code:)

Core Course

B. A. Semester VIII

Batch 2021-22

12 Credits (300 Marks)

The Dissertation is a major part of the research orientation in the 8th Semester and in this regard the work of review must have been done by each student in the 7th semester. As per the review, submitted in the form of a synopsis in the previous semester, the student should undertake a full research work plan under the guidance of the supervisor allotted by the Dean, FBS. In this regard the student will submit a time line of the work to be done in this regard as per the instruction of the supervisor. This detail time line must be submitted in the beginning of the semester. The committee of the Department, constituted by the Dean, FBS, will review the progress and keep the record of the progress of the students.

The students will submit the three hard copies, duly signed by the supervisor, in the department well before the final examination/ evaluation.

Viva Voce (Paper Code:)

Core Course

B. A. Semester VIII

Batch 2021-22

3 Credits (75 Marks)

Viva voce is the related to the Dissertation submitted by the student in this semester. It will be conducted as per the guidelines of the University. The details in this regard will be informed the department. The research topic, review, methodology, analysis of results, interpretation of results etc. would comprise the viva voce as usual.